

TEACHING SPEAKING THROUGH HOPSCOTCH GAME (A Game for Young Learners)

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ABSTRACT

Mastering speaking skill is important in English language learning. Teacher can use many techniques to teach speaking in the classroom. One of techniques in teaching speaking is by using games. Hopscotch game is one of traditional games which can be used to teach speaking. This paper discusses the application of hopscotch game as one of the techniques in the teaching aspect of speaking English which focused on Elementary School students. The aim of this paper is to describe the implementation of hopscotch game in teaching speaking. This paper will explain: 1) The procedure for applying hopscotch game in teaching speaking. 2) The advantages of using hopscotch game in teaching speaking. The writer will explain the teaching materials, teaching media, and procedures in implementing hopscotch game in teaching speaking. The conclusion shows that: 1) There is an example of teaching procedure in speaking English using hopscotch game, 2) Hopscotch game makes students enjoy the learning to talk, and it can be a way to motivate students in teaching and learning English. Therefore it is expected that the teachers can implement a variety of techniques such as hopscotch game in the teaching speaking to make the learning process more interested and enjoyable. The students are expected to be active in practicing speaking English without fear of making mistakes because the teachers will improve and help them better in speaking English.

Key Words: *Teaching Speaking, Game, Hopscotch Game.*

INTRODUCTION

Language has a main role in the development of intellectual, social, and emotional learners. It supports the success in learning all fields of the study. Learning the language is expected to help learners to know them, their culture, and other cultures. In addition, learning language also helps learners able to express ideas and feelings, participate in society, and use an analytical and imaginative ability that was in theirs.

According to Crystal (2001: 1), English is a global language. It means English is used by people in all over the world as a medium of communication. In addition, Crystal (1997: 139) stated that English language spread and used nearly a quarter of the world's population and continues to develop into one and a half trillion in the early 2000's it. It is a language which is used by different countries in the international forum, business, and others until now. This language is also used to get information, for example in science, technology, and culture because most of the invention and scientific books are reported and written in English.

English is the first foreign language to be taught at school in Indonesia. The government has decided that English becomes one of the compulsory subjects at junior high school, senior high school, and the university. However, English has also taught in private elementary school as local content. In fact, the introduction of English in primary schools is very important. Based on the introduction of English in primary schools, the students will recognize and know the language first. Therefore, they

will have a good knowledge base before continue to higher education level. It means that to build capabilities that are useful in order to prepare graduates to learn English in Junior High School.

Teaching English is not easy for young learners. In young learners' class, especially elementary school students, teachers usually find problems in teaching this subject. In general, their problems were related to low motivation, boring with learning, bad study habit, and bad attitudes toward learning. However, external factors, such as the classroom condition also impeded them in learning English. Most of the students had problems in learning English language skills especially speaking. In general, the problems of students related to learning to speak can be divided into four main groups: First, students feel shy to speak English. Second, students often use their native language. Third, students don't have adequate information on the subjects discussed. Fourth, students feel a lack of linguistic and verbal resources for solving the given task. It is supported by Ur's (1996: 120-121) opinion that there are four factors that cause speaking is difficult for the students. They are (1) Inhibition. Students are afraid of making mistakes, fear of criticism, or just shy. (2) Nothing to say. Students do not have a reason to express themselves. (3) Low or no participate. There is a tendency of the only one student who can speak at a time because a large class or a few students to dominate while others spoke very little or not at all. And the last, (4) Use mother tongue. Students who have the same mother tongue tend to use it because it is easier and less exposed. Those factors made students unable to speak the target language effectively in the classroom.

In this case, the teacher should create an enjoyable and exciting atmosphere in teaching speaking at the elementary school so that students will not be afraid to admit their mistakes and will receive criticism. If an activity is enjoyable, it will be memorable for students. The young learners will have sense of achievement which will develop motivation for learning English. One way to solve the problems of young learners in learning speaking is by using games. This technique can help the students to develop their ability. Based on Piaget (1970) and Vygotsky (1962) theory, the children or young learners are an active thinker, and social learners. They love learning by playing with other friends. One of the techniques to teach speaking to create fun learning is through games. The writer will focus on using one of the traditional games as one of a natural and fun way in teaching speaking namely hopscotch game. By using hopscotch game, it is hoped that the students will have high motivation and be able to practice speaking English effectively. Thus, the writer is interested in discussing the use of hopscotch games to teach speaking to young learners in writing of this paper.

RESULT AND DISCUSSION

a. Teaching Materials

Teaching material for young learners is all information, knowledge, or ideas held inside to be delivered to the young learner students in the teaching and learning activities. Brian Tomlinson (2012: 143) mentioned about the goal of teaching materials. He hoped that the materials can be: 1.) informative (informing the students about target language), 2.) Instructional (guiding the students in practicing the language), 3.) Experiential (providing the students with experience of language in use), 4.) Eliciting (encouraging the students to use the language), and 5.) Exploratory (helping the students to make discoveries about the language). Thus, good materials for young learners should provide many topics which are interested, useful and related to their daily life to make English easier to be learned.

Numerous teachers concur that all their work is mostly placed on organizing the young learners and keeping them motivated and engaged. This is surely why choosing the right games, materials, and activities are important. Selecting great and applicable topics young learners will be keen on. Using relevant topics provides meaningful, purposeful, and authentic opportunities for young learners to relate to content. Andrea Pesce (2014) in her article "Teaching ideas" explained that there are fourteen (14) topics that can be used by the teacher to teach speaking for young learners.

1. Me and my family. It is essential to start with topics that are nearest to young learners. They ought to begin with themselves. This is a great chance for them to learn how to introduce themselves and how to ask others their names. They also practice to introduce and portray their family. There are some questions that can be used to ask young learners about him/her and their family, for instance: "Tell about yourself! What is your complete name? What is your nickname? When was your born? Where are you from? What is your hobby? What is your plan for the future? Tell about your family. What is your parents' job? How many brothers and sisters do you have? What is your brothers/sisters' full name? Where is your brother/sister learn?" etc.
2. The next nearest thing is young learners' home. For instance, tell about their home. Teachers can get some information about the rooms of young learners' home. Teachers can include some furniture as yet another subtopic depending on their age. There are some questions that can be used to ask young learners about their house, for instance: "Where do you live? Do you live with your family? Tell about the rooms in your house! Can you tell about your dining room? How many bedrooms do you have? Do you sleep alone or with your parents/brother/sister? Tell about a kitchen! Tell about some furniture in your living room!" And etc.
3. Colors. In general, colors or hues are very interesting to young learners. The more colorful, the better. Colors are one of the things young learners learn first when practicing descriptions. There are some questions that can be used, for instance: "What color is this? (Point out things). Mention rainbow color! What is the color of jasmine/rose/sunflower? What is the color of formal uniform at elementary school?" Etc.
4. Shapes and sizes. Young learners are very good to observe and notice the distinctions. Learning shapes and sizes are also great for depicting and comparing. Some example questions that can be used are: "Tell this refrigerator! Which is the largest, minibus, bus or car? Compare between house and hotel! Describe your pencil case! Which is the larger, basketball or volleyball? Which is the smallest animal, a caterpillar, an ant, or a bee?" Etc.
5. Objects in the classroom. Because of young learners spend numerous hours at school; it is essential to cover classroom objects. They can figure out how to distinguish classroom objects and after that, sort, and characterize objects by color, size, and shape. A great way to begin integrating knowledge. There are some questions that can be used to ask classroom object, they are: "What is a color of the wall of our school? Tell about some tools in the classroom? Compare between teacher table and students' table! What is the color of this book? What do you use to clean dust on a desk?" Etc.
6. Numbers. Learning numbers is essential for young learners. They are normally learning to count and slightly older students are starting to add and subtract. Some example questions that can be applied to ask numbers, for instance: "Mention from 1 until 30 in English! What number is this (50,100, 1000 in the English language)? How is subtraction between nine and five? How many the result of fifteen plus seven?" Etc.
7. Feeling. This is a crucial topic to include lessons for young learners because they can express and how they feel and understand how others feel in various circumstances in the classroom by learning how to depict the feelings or emotions. This can help when teachers need to deal with behavior issues too. There are some example questions to show feeling, such as: "How would you feel when you get terrible news, like your friends' accident, your pet died, etc? What do you say when you get a scholarship from this school? How do you say to amuse your sick friend? What do you feel when you get a birthday gift from your Mom?" Etc.
8. Daily activities. This topic is an amazing way to introduce verbs. It can be simple present tense or simple continuous tense. Use different flashcards/images that illustrate someone doing an action. It is a simple way to connect events that take place during the day with verbs. Possibly it can teach words like morning, afternoon and evening relying upon their age. There are some questions that can be used to ask daily activities: "Tell about your activity before you go to school! What do you do in your spare time? What time and what food do you eat at breakfast,

- lunch, and dinner? When do you study at home? What do you do to help your parents' every day?" Etc.
9. Days of the week. Young learners should know it to talk about regular events or activities that happen in their daily lives. A great concrete visual aid that useful for this type of learner is using a calendar. There are some example questions to ask students about the days of the week like: "Mention name of the days in a week! Tell about your activity every Sunday morning! Tell about your school activities every Monday until Saturday! What do you do every Saturday night? When do you watch television every day?" Etc.
 10. Clothes. Since young learners start dressing at this age, they are actually inquisitive to know how to talk about their clothes. They can depict what they are wearing. Some example questions that can be used to ask about clothes are: "What accessories do you use when you go to your friends' birthday party? What do you wear on your hair, hands, or others? What clothes do you wear to go to the mosque? What girls' or boys 'students' clothes to go to school? Tell about your favorite clothes! Where/When did you buy these clothes?" etc.
 11. Seasons and weather. Young learners can relate what clothes they wear in each season and type of weather. To make it more fun, teachers can add holidays and celebrations to this topic as well. If there are students from different region/country, teachers can ask students to talk about festivities they celebrate and how. It usually happens in other countries that have four seasons. The examples of questions that can be tried to ask are: "Please mention your season in your country! What clothes do you wear in winter season? How do you wear to celebrate Halloween party? Where and how do you spend your holiday with your family in the summer season?" Etc.
 12. Food. It is an essential topic for young learners and adults as well. Also, one that has been a great deal of fun since after practicing vocabulary related to the food they can do fun activities like put together a recipe or even prepare some type of food. There are some example questions to ask about food such as: "Tell about your favorite food! Why do you like this food? What food do you dislike? Why do you dislike this food? Do you know how making your favorite food? What are the ingredients to make fried rice?" Etc.
 13. Transportation. Young learners, particularly little boys very interested in transportation naturally. Cars, trucks, trains and planes are, in fact, the incredibly popular choice where toys are concerned. The examples of questions to ask about transportation are: "Please mention your favorite transportation/vehicle! How do you feel when you go to school by bus/ train/ bicycle/ motorcycle/ on foot? Which do you prefer, bus, train, or plane? Why do you prefer it?" etc.
 14. My city. Learning to portray what places can discover in a city is very important for young learners and something they can easily relate to since many accompany their parents to different location and stores on daily places. There are some examples of questions that can be used to ask about the city are: What places did you ever visit in your town or city? Where do you go to buy food, fruit, and vegetables? Can you explain how do you go to the bank? Where is a traditional market/supermarket in your town/city? Tell about your city. *Etc.*

Based on the explanation above, it can be seen that there are many topics that can be used as teaching materials to teach speaking for young learners. In addition, there are other topics such as animals, especially pets, flower, and others that relate to young learners' daily lives. Thus, teachers should know the way how to teach them effectively.

b. Teaching Media

Teaching Media is a tool that can be used to stimulate thoughts, emotions, attentions, and abilities or skills of students in order to encourage teaching and learning process. Briggs (1977: 10) stated that media are teaching on the physical means to convey the content / learning materials such as books, movies, videos and so on. Gagne (2006: 14) argues that the media are different types of components in the surroundings that can stimulate students to study. The term media for learning is also called learning media. In the process of learning, tools or media can not only facilitate the communication process, but can stimulate students to respond well every message delivered.

According to Barwick (1998), teaching media that can be used in the hopscotch game are: for indoor activities in the classroom, teachers prepare cellophane tape or hopscotch/puzzle mat. Teachers will make a hopscotch design by using cellophane tape and arrange pieces of a puzzle that have been numbered to 8-12 to make hopscotch mat on the floor. Then, teachers will give number in the squares. Teachers also prepare some questions about thing which stored under number.

In outdoor activities at the playground /outside the class, teachers prepare square stones or chalk to create the hopscotch design. Next, Teachers give numbers in hopscotch design on the playground and also prepare thing to describe and some questions separately that held on by teachers. There are some hopscotch designs for outdoor and indoor activities:

Hopscotch Design for Outdoor Activity: Hopscotch Design by Using Puzzle or Hopscotch Mat for Indoor Activity:



c. Teaching Procedures

To anticipate the failure of using the hopscotch game in teaching speaking for young learners in the classroom or outside the classroom, teachers should know what the procedures in applying the hopscotch game in teaching and learning process. Teaching procedures are a set of steps or ways that used by teachers to control the games chronologically. In other words, teaching procedures in the hopscotch game similar to how to play the game or steps in playing the hopscotch game. To give an example, the writer will choose one topic to implement teaching speaking by using the hopscotch game. The procedure will be explained as follows:

How to play the hopscotch game:

1. The teacher explains about the thing will be discussed (Example: The topic is describing Food) for the fifth students of International Elementary School.
2. Teacher divides students into two or more groups. Each group consists of 3-5 students. If there are 12 students in the classroom, teacher divides students into three groups with four members for each group.
3. Teachers or students draw 8 (eight) squares on the ground / floor: 3 pieces of the single squares, 1 double square, 1 single square, and 1 double square. The teacher gives the number of the thing corresponding number of squares without being noticed by students what is the thing stored in each number.
4. All members of each group will play the game.
5. Each player of the group was given the stone.
6. To determine who starts the game first, the teacher provides three pieces of paper which have given number among 1, 2, and 3. Teacher asks the each leader of groups to choose one of the papers to determine the sequence of groups' plays.
7. The first player throws a stone into the square. If the stone is inside the square, then when to play later, the player is not permitted to step on that square. The player hops and jumps pass the squares. After the player turns back from the last square when the player takes the stone that he may step in the square and takes the stone with one-foot stand. Meanwhile, teacher shows the picture that stored under the number. Then, the player has to answer some questions that will be given by teacher on the square with one-foot stand. If the answer is true, then he should finish the game and other members of his group then repeat the same things over. But if he gives the incorrect answer, then the other group will continue to play the game. When all the players of the group finish their turn first, they will be a winner.
8. The teacher has rules to supervise, control, and assess the students in pronunciation, vocabulary, and the accuracy of the sentence in accordance with proper structure. Teacher should repair students' pronunciation directly if students pronounce wrong words. Teacher should control students not to make noise and give their attention to this game.
9. The winning group is the group that all members have completed the game first.
10. After finishing the hopscotch game, the teacher gives some suggestion, criticism, and conclusion about students' performance.

CONCLUSION

In conclusion, based on the im-plementation of using the hopscotch game in teaching speaking to young learners as in the previous chapter, it has three aspects that have been discussed. The first is the teaching material. Teaching material for young learners is all information, knowledge, or ideas held inside to be delivered to the young learner students in the teaching and learning activities. There are fourteen topics that can be used to teach speaking for young learners according to Andrea Pesce from her article. Those are me and my family, my house, colors, shape, and sizes, classroom objects, numbers, feeling, daily activities, days of the week, clothes, seasons and weather, food, transportation, and my city. Those topics are selected because they relate to students' daily lives.

The second is the media of teaching speaking by using the hopscotch game. Teaching media is a tool that can be used to stimulate thoughts, feelings, concerns and abilities or skills of students in order to encourage teaching and learning process. Teaching media that can be used in hopscotch game are differentiated into two: First, for indoor activities in the classroom, teachers prepare cellophane tape or hopscotch/puzzle mat. Teachers will make a hopscotch design by them. Second, in outdoor activities at the playground /outside the class, teachers prepare square stones /chalk/wood to create a hopscotch design.

The last is teaching procedures. It is a set of steps and rules that used by teachers to control the games chronologically and systematically. There is one example of procedures in playing hopscotch game for young learners. The teacher can use one topic such as food especially fruits or some topics in playing hopscotch game.

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